

Playing to Develop / Increase Spoken interaction

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**Relatório de Estágio de Mestrado em Ensino de
Inglês no 1.º Ciclo do Ensino Básico**

March, 2017

Relatório de Estágio apresentado para cumprimento dos requisitos necessários à
obtenção do grau de Mestre em Ensino de Inglês no 1.º Ciclo do Ensino Básico
realizado sob a orientação científica da Professora Doutora Carolyn Elizabeth Leslie e
da Professora Doutora Ana Gonçalves Matos

Dedicated

To my parents for all their support

ACKNOWLEDGEMENTS

Firstly, I would like to thank all my students, past and present, for their willingness to be the best English language learners with great enthusiasm and energy. Their attitudes and words gave me the strength to start on this journey.

I would also like to thank my practicum students for their readiness to sign the consent forms and participate in this research project; their parents who kindly signed the consent forms; and the headmaster of Adelaide Cabette school cluster for granting me permission to carry out this research.

I would also like to express my gratitude to my co-operating teachers, Dra. Sandra Lobo and Dra. Luísa Gato, for allowing me to work with their students, and for sharing precious tips and giving good advice, which helped me carry out this research project.

My warmest thanks go to my supervisors Professora Doutora Ana Gonçalves Matos and Professora Doutora Carolyn Elizabeth Leslie for sharing with me their precious time and valuable advice.

My appreciation goes to all my teachers of the Master's course, namely Professora Doutora Sandie Mourão, Professora Doutora Joana Teixeira, Professor Doutor David Justino, Professora Doutora Gabriela Gândara Terenas and Dr. Dave Rowlands; and to all the Master's colleagues for all their support.

A special thanks goes to my sister for her support too, and for accompanying me in this Master's journey, through its ups and downs along this "path".

PLAYING TO DEVELOP / INCREASE SPOKEN INTERACTION

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ABSTRACT

KEYWORDS: spoken interaction, young learners, songs, games, role-play activities.

With the intention of increasing the focus on communication and finding motivating speaking activities to encourage students to interact in the foreign language classroom with their peers and teacher, this research project investigated whether playful activities, such as songs, games and role-play activities can help primary level students improve their speaking skills. Playful activities were used to promote spoken interaction among students in a third year class, engaging and motivating students to make them talk in English. In order to collect data to investigate the development of students' speaking skills, the research tools used were questionnaires, a teacher reflective journal and group interviews. Children's motivation to learn was always regarded, since it is crucial to engage students in new and diverse activities and tasks, helping them overcome their learning difficulties. Students' reaction to these speaking activities revealed great enthusiasm and willingness to overcome the challenges that these presented. Their progress as foreign language speakers was monitored during the first school term, and their positive attitude towards speaking activities showed that these kept them motivated and engaged in the lessons. The notion that they could improve their skills playing in English was confirmed during the group interviews, as students justified that they could learn more and have fun at the same time.

“BRINCAR” PARA DESENVOLVER / AUMENTAR A INTERAÇÃO ORAL

MARIA SALOMÉ BATISTA RODRIGUES INÁCIO

RESUMO

PALAVRAS-CHAVE: interação oral, jovens alunos, canções, jogos, dramatizações.

No intuito de evidenciar a comunicação e encontrar atividades comunicativas motivantes de modo a encorajar os alunos a interagir nas aulas de língua estrangeira com os seus pares e professores, este projeto de pesquisa investigou se atividades lúdicas, tais como canções, jogos e dramatizações podem ajudar os alunos do 1.º ciclo do ensino básico a desenvolver as suas capacidades comunicativas. Foram utilizadas atividades lúdicas para promover a interação oral no seio de uma turma de terceiro ano, envolvendo e motivando os alunos para que falassem em Inglês. De modo a recolher dados para investigar o desenvolvimento das competências comunicativas dos alunos, foram utilizadas ferramentas de pesquisa, tais como questionários, um diário do professor e entrevistas em grupo. A motivação das crianças para aprender foi sempre salvaguardada, uma vez que é crucial para envolver os alunos em novas e diversas atividades e tarefas, ajudando-os a ultrapassar as suas dificuldades de aprendizagem. A reação dos alunos a estas atividades comunicativas foi de grande entusiasmo e vontade de vencer os desafios que estas lhes apresentavam. O seu progresso como falantes de língua estrangeira foi observado durante o primeiro período letivo, e a sua atitude positiva relativamente às atividades comunicativas mostraram que estas os mantiveram motivados e empenhados nas aulas. A noção de que poderiam aperfeiçoar as suas competências “brincando” em Inglês foi confirmada durante as entrevistas de grupo, em que os alunos se justificavam que podiam aprender mais e divertir-se ao mesmo tempo.

TABLE OF CONTENTS

Introduction.....	1
Chapter I: Literature review.....	2
I. 1. The importance of developing spoken interaction.....	2
I. 2. Playful activities in the English classroom.....	3
I. 2. 1. The role of the affective filter.....	4
I. 2. 2. Games.....	4
I. 2. 3. Role-play activities.....	6
I. 2. 4. Songs.....	7
Chapter II: The action research.....	7
II. 1. Context.....	7
II. 1. 1. Programmatic orientations and curricular goals.....	7
II. 2. Methodology.....	8
II. 2. 1. Action research.....	8
II. 2. 2. Selecting playful activities.....	8
II. 2. 2. 1. Songs.....	8
II. 2. 2. 2. Games.....	8
II. 2. 2. 3. Role-play activities.....	9
II. 2. 2. 4. Other speaking activities.....	9
II. 2. 3. Consent forms.....	9
II. 2. 4. Research tools.....	9
II. 2. 4. 1. Questionnaires.....	10
II. 2. 4. 2. Group interviews.....	11
II. 2. 4. 3. Teacher reflective journal.....	11
II. 3. Results.....	12
II. 3. 1. Questionnaires and teacher reflective journal.....	12

II. 3. 1. 1. Speaking English.....	12
II. 3. 1. 2. Personal ID game.....	13
II. 3. 1. 3. Go Fish! Game.....	14
II. 3. 1. 4. Popeye & Olive Oyl role-play.....	16
II. 3. 1. 5. Speaking activities.....	18
II. 3. 2. Group interviews.....	21
II. 4. Discussions and conclusion.....	24
II. 4. 1. Ideas for future research.....	27
List of References.....	28
List of Figures.....	30
List of Tables.....	31
Appendix A: A song to greet.....	i
Appendix B: The personal ID game template.....	ii
Appendix C: Popeye & Olive Oyl role-play flashcards.....	iii
Appendix D: Parents' consent form.....	iv
Appendix E: Students' consent form.....	v
Appendix F: Headmaster's consent form.....	vi
Appendix G: Questionnaire 1 on speaking.....	vii
Appendix H: Questionnaire 2 on ID game.....	viii
Appendix I: Questionnaire 3 on card games.....	ix
Appendix J: Questionnaire 4 on a role-play activity.....	x
Appendix K: Questionnaire 5 on speaking activities.....	xi
Appendix L: Group interviews questions.....	xiii
Appendix M: Countries and nationalities cards.....	xiv

INTRODUCTION

This research project intends to analyse whether playful activities can develop students' spoken interaction. The research question is: How can students improve their speaking skills through play?

As far as my experience is concerned, most of the time children in primary schools in Portugal are enthusiastic and motivated in English lessons. However, students do not seem to have many occasions to speak during lessons. Classes have too many students, and teachers tend to focus more on reading and writing, neglecting listening and mainly speaking.

On the other hand, singing, playing games or doing role-play activities are more engaging than filling in a worksheet on a certain topic. According to Dias and Toste (2006) play is part of a child's environment, and the first and the most important opportunity for children to interact with their peers. Since they do it spontaneously, why not play in English? Why not use games and role-play activities to interact with other children in English? It seems natural that these playful activities should be very motivating for children. In fact, as communication is crucial in life, why not interact in English pretending to be a famous character, or someone else?

These fun activities are great tools to use with primary students, as children feel more comfortable in a playful environment. Promoting playful activities will allow teachers to create opportunities for spoken interaction and to help students develop their speaking skills. Teachers should create a comfortable environment, so that students do not feel anxious and afraid of making mistakes. Therefore, creating an exciting and motivating atmosphere will definitely help students to relax and interact confidently with their peers.

For that reason, this research will focus on communication, mainly spoken interaction between students. Its aim is to confirm if introducing playful speaking activities like games, songs and role-play activities will help young learners develop spoken production and consequently spoken interaction.

Studying other researchers has highlighted the importance of improving communicating skills, as it co-relates to other skills and further academic success. In the following chapter, the literature on speaking and spoken interaction, the affective filter

hypothesis and the role of playful activities in the primary English classroom will be discussed.

CHAPTER I: LITERATURE REVIEW

Many authors suggest that there are many playful activities that are great tools that can be used by primary English teachers. Consequently, stories, games and role-play activities have been used by researchers to create opportunities for young learners to speak. Songs have also been used by researchers as a mean to provide students with formulaic expressions that can be used in spoken interaction, although this review will only focus on some of those activities. This review will be divided into two sections related to the importance of developing spoken interaction, and a brief approach to the affective filter hypothesis, regarding the playful speaking activities in the English classroom.

I. 1. The Importance of Developing Spoken Interaction

One of the main goals of studying a foreign language is to be able to communicate using the language. In order to develop their speaking skills, students need to interact with their peers. Oliver and Philp (2014) say that spoken “interaction is an integral part of our communication” (p. 3). So teachers need to plan communicative activities. Oliver and Philp (2014) also say that spoken interaction “is a vital part of pedagogy” (p. 3), and state that spoken interaction “is **collaborative** and most often **reciprocal**” [emphasis in the original] (p. 5). Whether teachers recognize the importance of speaking in classes or not, students will talk: not only with their teacher, but also with their peers. In addition, Halliwell (1992) also mentions that young learners have a special ability to use limited language creatively and so teachers should take advantage of that. For that reason, providing ways to make students speak is essential to their development as foreign language speakers, creating a meaningful environment and opportunities to make them speak English in a motivating way.

August and Shanahan (as cited in Oliver and Philp, 2014) state that oral proficiency is related to literacy development, according to a report based on research carried out in the USA, among language-minority students. Briefly, they point out that successful literacy development is strongly related to oral proficiency, especially regarding reading comprehension and writing skills.

In short, developing students' spoken interaction is extremely important, as speaking is a vital part in everyone's life, and therefore, students should "also benefit from opportunities to interact with others as this facilitates their second language learning" (p. 123) as Oliver and Philp (2014) also state. Wright (2016) states that spoken interaction is key and mentions the importance of listening and speaking English to develop other skills, such as reading and writing. The author highlights the importance of speaking, saying "The better ELLs (English language learners) can speak and understand English, the better they can read and comprehend it, and the better they can write it" (p. 26). For that reason, language skills are so intrinsically connected with each other that by promoting one of them, teachers are developing more than one skill. Listening and speaking are essential to help students learn how to decode the message, i. e. to understand and to comprehend what they read or hear. This way, speaking activities help students to develop their literacy as well as to improve their fluency.

I. 2. Playful Speaking Activities in the English Classroom

Promoting speaking activities in the classroom is crucial to the learning process as Halliwell (1992) says "Children need to talk" (p. 8). Definitely, that is something they like to do, and if they don't talk they can't become good at talking. Students don't just need to learn about the English language, they need to use it to truly learn how to use it. On the other hand, Wright (2016) also states that students do not have enough opportunities to interact in the classroom, and even quotes a comedian that jokes with this issue: "They send us to school to learn to communicate, but all day long the teachers tell us to shut up!" (p.26).

As children have short attention spans and it is difficult for them to sit still, they should be taught differently, making use of their energy and preferences. They are motivated to do things that are part of their world, such as fun activities like games, role-play activities and songs, arts and craft activities or projects, and Read (2007) points out that "Young children have a natural tendency to express themselves and find out about their world through play, and this can provide positive foundations for learning a foreign language too" (p. 151).

Regardless of the fact that most of the time games and other playful activities are regarded as "time fillers" or "ice-breakers", Chou (2014) states that "games, songs and stories can be beneficial to young pupils' learning of English vocabulary when those activities are integrated with clear teaching and learning objectives" (p. 295). Chou even

adds that children live in a world of fantasy and make-believe, and for that reason the language teaching syllabus for young learners should contain topics of interest to children. Chou's research was undertaken in a primary school in Taiwan, with a group of 72 students (from Grade 2 to Grade 5). In this study, Chou and all the teachers involved used only games, songs and stories to teach English vocabulary and structures to primary students. Consequently, by the end of the course, these Chinese students had increased their knowledge about a certain topic, expanded their vocabulary and also developed their oral interaction. For that reason, apart from being very motivating, these playful activities were great teaching tools as they allowed these students to practice speaking, in a less formal environment.

I. 2. 1. The role of the affective filter

The affective filter hypothesis is a part of a theory related to foreign language acquisition that attempts to explain the emotional variables associated with the success or failure of acquiring a second language. This is the fifth and last hypothesis that is part of the Monitor Model theory, created by Krashen in the 1970s (Shehadeh, 2015). Regarding this matter, Shehadeh (2015) states that "certain personality characteristics predict success, such as self-confidence, motivation, and low anxiety" (p. 437). When the affective filter is high, students may feel anxiety, and lack of self-confidence that may inhibit success in acquiring the foreign language. On the other hand, a low affective filter facilitates that acquisition. In short, a student with less self-confidence, lack of motivation and high anxiety will be less successful than one with self-confidence, motivation and low anxiety.

Therefore, it is important that students' filters are "down". They need to be motivated, confident and happy to make the effort to overcome all the difficulties so that the acquisition of the foreign language is facilitated and students can take part in every task and activity, exploiting and engaging in each step of the lesson.

I. 2. 2. Games

Students are more willing to speak English if they feel they have a purpose to do it. Through games, teachers can promote spoken interaction in a more meaningful way. Stakanova and Tolstikhina (2014) refer to the fact that although language learning is hard work, whenever games are introduced the effort students have to make to engage in the speaking activity can be maintained for a long time. Games encourage students to

keep interested and motivated during the activity. The authors add that as “games can provide intense and meaningful practice of language, then they must be regarded as *central* to teacher’s repertoire” [emphasis in the original] (p. 459).

Read also (2007) says:

Through games and directed play (as opposed to free play), children can be given initial opportunities to recognize and respond to language non-verbally. They can also produce chunks of language, in contexts which require enjoyable repetition and which draw them into using English in a natural and spontaneous way (p.151).

For that reason, creating a playful environment may help students to speak English, as they are naturally engaged in games and feel free to exploit the new vocabulary and structures they are learning. According to Brewster, Ellis and Girard (2002), there are some advantages of using games in lessons, such as:

- offering a means to practice specific vocabulary, pronunciation and language patterns;
- encouraging students to interact and participate, allowing even the shy ones to speak;
- increasing peer interaction, and supplying moments to practise and become more fluent, through student-centred lessons;
- creating a fun and comfortable atmosphere, to reduce the distance between teacher and students.

Halliwell (1992) also says that, “When the need to communicate has been temporarily intensified by some activity which generates real interaction or calls on the imagination” (p. 4) students will manage to do it. The author mentions that games are very useful and important because they are not just fun. It is that fun element that creates a desire to communicate. In addition, she states that teachers must make use of children’s creativity and enthusiasm to make the most of playful activities, creating opportunities for students to interact in English.

Oliver and Philp (2014) mention the case of a non-native speaker kindergarten child playing with two native speaker kindergarten children. The children are building a long pattern using flat blocks, and the authors compared the children’s interaction to their block building game: “A little like their block building, the children’s talk reflects

the co-constructive nature of oral interaction – what one person says depends on, and adds to, what was said before” (p.6). Oliver and Philp even add that “interacting with her peers helps her become a part of this classroom community” (p.6). Therefore, spoken interaction in this case functions linguistically and socially, as the non-native speaker is engaged in learning a new language and making new acquaintances.

I. 2. 3. Role-play activities

Bland (2015) says that “drama in the language classroom is like a magical box of tools; the more you take out of it, the more you find inside for future use” (p. 219). The author also enhances the value of “improvising scenes, such as buying fruit at the market” (p. 235). Therefore, a role-play can involve imagination and pretending to be someone else, but can be realistic too in terms of real communication. It can be very pleasing for students to “be” their favourite character or personality. This can provide them with an opportunity to get involved in a speaking activity that allows students to practise vocabulary and structures learned.

Al-Senaidi (2009) adds that role-plays “are important in the communicative approach because they give learners an opportunity to practise communicating in different social contexts and in different social roles” (p. 67). Although there are some disadvantages pointed out like difficulty in managing the class, the fact that it can be time-consuming and the need of extra resources, it is a very helpful activity as it allows all sort of communication tasks, real or fictional.

Bland (2015) also shares a role-play activity she observed in Germany. The author explains the teacher had a box of finger puppets that were used in the warming-up phase. Each student was given a finger puppet and had to move around the classroom interacting with peers. As she describes, students “moved from partner to partner, conversing with other characters, while practising, consolidating, expanding and transferring to each new partner and context the language they had so far acquired” (p. 219). Bland (2015) adds that the regular repetition of the role-play activity allowed children to interact with different characters, and this involved inference and negotiation for meaning, the use of formulaic expressions, listening and responding to questions as well as taking turns to ask questions. The author highlighted the existence of a large number of incentives to talk as they had to become different characters, moving and communicating around the classroom and making use of actions, gestures and facial

expressions. Unquestionably, students could interact orally with peers and develop their speaking skills in a meaningful context.

I. 2. 4. Songs

Using songs and chants can be a good way to introduce language structures in the English classroom, as Chou (2014) and all the teachers involved in the research carried out with Chinese primary students concluded. Although songs can be regarded mainly as spoken production, according to Moll (2009) songs have characteristics that help to learn a foreign language, as they include short, high frequency words, colloquial and conversational language, repetition, and are sung at a slower rate than speaking. He also states that “songs are also known to lower the ‘affective filter’ or, in other words, to motivate learners to learn” (p. 2).

CHAPTER II: THE ACTION RESEARCH

II. 1. Context

This research was carried out in Escola Básica Bernardim Ribeiro, one of four primary schools belonging to Adelaide Cabette school cluster, Odivelas. The study was conducted in a third year class of twenty-one students. Their average age was between eight and nine. The number of students was almost even in terms of boys and girls, and it was a multi-racial class. Nevertheless, they were all native speakers of Portuguese. The class had lessons twice a week, one hour each, on Mondays at 10:00 am and on Thursdays at 3:45 pm. The coursebook adopted was *Start! Inglês 3.º ano* (Silva, Costa & Leslie, 2015).

Although the third year is the first compulsory year of English learning, these students had studied English in the previous year as “Atividades de Enriquecimento Curricular” [Curricular Enrichment Activities], which are non-compulsory lessons provided by primary schools to raise students interest on subjects not included in their curriculum, so they were not complete beginners.

II.1.1 Programmatic Orientations and Curricular Goals

An orientation document (Dias & Toste, 2006) related to the curricular enrichment activities mentioned in the previous section established that, in the early stages of a child’s life, it is by playing that they learn the rules of socialization and intervention. Due to the crucial role of games in the global development of children, methodologies should be based on playful activities, as they allow the student to keep

interest, to develop globally, and to feel the need to communicate. However, when English became part of the school curriculum in 2014, the curricular goals (Bravo, Cravo & Duarte, 2014) no longer referred to playful activities. Instead it noted that “In the 1st elementary school cycle, interaction is still basic. In the 3th year, it (spoken interaction) focuses on the use of isolated words or fixed expressions” (translated, p. 4).

II. 2. Methodology

II. 2. 1. Action research

Action research is a way for teachers to improve their teaching by providing answers to the “problems” identified in lessons. Burns (2009) says “Action research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students.” (p.1). The author also states that action research “involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (p.2). Therefore, it allows teachers to reflect on their strengths and weaknesses and by trying to provide answers to the questions, improve their teaching skills. The teacher turns into an “explorer” or “investigator”, as well as a participant, so one of the main aims of action research is to identify a problem or an issue that is considered worth “investigating”.

II. 2. 2. Selecting playful activities

In order to explore the role of the playful activities, the teacher planned some of those activities to make students use English speaking and interacting in the classroom.

II. 2. 2. 1. Songs

The song *Greetings* (Appendix A) was introduced as part of the first topic providing students with “chunks” of language that helped students to learn the topic in question. Later, another song was introduced: *The Autumn Song* which included formulaic language. This song is included in the coursebook (Silva, Costa & Leslie, 2015). These became part of the lesson routine and were a good way to help students get into “English mode”.

II. 2. 2. 2. Games

Two games were introduced. The first one was called Personal ID game (Appendix B), and was intended to promote a dialogue between two or more students. Each student had to pick a card from a pile and ask a question on personal

identification, according to the topic (name, surname, age, birthday, nationality and origin) written in the card. The other game used was a card game. Using the mini-flashcards supplied in the coursebook, students were asked to play a card game called *Go Fish!*. In this particular case, it was intended to explore and to practise questions and answers about clothing and colours.

II. 2. 2. 3. Role-play activities

The Popeye & Olive Oyl Role-Play (Appendix C) was used to encourage students to pretend to be one of the characters and interact with a classmate using the formulaic expressions already learned, to practise Autumn vocabulary. In pairs, students performed a dialogue according to the flashcards displayed.

II. 2. 2. 4. Other speaking activities

Other speaking activities were introduced in English lessons. These consisted mainly of short dialogues, intended to practise questions and answers. There were two speaking activities related to personal identification. Countries and nationalities activity (Appendix M) consisted of questions and answers about the origin and nationality of a famous person, included in a card. The surname spelling activity consisted of questions and answers about students' surnames designed to practise spelling. In pairs, students carried out these short dialogues using the structures learned.

II. 2. 3. Consent forms

At the beginning of the practicum, students were given a parents' consent form (Appendix D) to be agreed and signed by their parents, and a students' consent form (Appendix E), to be signed by them after their parents' agreement. A consent form (Appendix F) was also sent to the school cluster headmaster.

II. 2. 4. Research Tools

The research tools selected to collect data were questionnaires, presented after a specific speaking activity; group interviews, to reflect on the speaking activities used, and a teacher reflective journal, to allow the teacher to reflect on the lessons, regarding spoken interaction.

In relation to interviews and questionnaires, Pinter (2006) states that interviews are an "instrument often used to find out about what children feel or think about different issues" (p. 146), and for that reason they should focus on feelings and

attitudes. Pinter also says (p. 148) that questionnaires can be used to gather “data before embarking on face-to-face interviews”, therefore these tools are complementary.

II. 2. 4. 1. Questionnaires

After each one of the games and role-play activities presented, students were asked to reflect on that specific speaking activity by filling in some questionnaires. For that reason, five questionnaires (Appendices G, H, I, J & K) were used as research tools during this project. Four of the five questionnaires were introduced to check students’ attitudes and emotions towards the playful speaking activities. These were short and simple, and the students completed the questionnaires individually. The fifth questionnaire was introduced as homework at the end of the research. This one had the purpose of allowing students to express their opinions on the speaking activities and on their performances.

Questionnaire 1 (Appendix G) was introduced after a spelling activity (surname), and its three closed questions focused on attitudes towards speaking English related to this activity and other speaking activities carried out in previous lessons, such as the one on countries and nationalities in Appendix M.

Questionnaire 2 (Appendix H) focused on attitudes towards games. It also included three closed questions, and it was presented after the Personal ID Game. Students’ answers concerned feelings and preferences regarding games.

Questionnaire 3 (Appendix I) focused on a specific type of game, as it was presented after the *Go Fish!* card game. The three closed questions focused on students’ attitudes towards games and speaking activities but also on background knowledge of card games.

Questionnaire 4 (Appendix J) was presented after the Popeye & Olive Oyl role-play activity, and for that reason, its three closed questions focused on attitudes towards these kind of activities and also on pair and group work preferences.

Questionnaire 5 (Appendix K) was the last questionnaire presented to students. It focused on attitudes towards the speaking activities carried out during lessons and included eleven questions: three open and eight closed. The closed questions focused on feelings and attitudes, their preferences, their perception of their progress as English speakers and background knowledge on playful speaking activities. The open questions asked students to try to remember vocabulary and structures learned.

In short, questionnaires focused on attitudes and feeling towards speaking activities, but also on student's awareness of progress as English speakers. These simple and short questionnaires were analysed quantitatively. The results for the closed questions were expressed as percentages, and are presented through tables and graphs. To analyse open questions, the data was categorized into topics and expressed as percentages. Results were also interrelated to the teacher reflective journal.

II. 2. 4. 2. Group Interviews

Group interviews (Appendix L) were conducted in the penultimate and last weeks of the research. These were audio recorded, and four students at a time, selected randomly, were invited to participate in the interview. Students had to respond to eight questions, in either English or Portuguese, on their attitudes and feelings when speaking English, on their awareness of their improvement as English speakers, their opinions towards speaking activities introduced in the lessons, and the questions were asked using both languages.

The interviews were transcribed and students' answers categorized and analysed quantitatively, as percentages, and also qualitatively, to look for evidence corroborating student's attitudes, preferences and improvement regarding the research question. In the transcriptions, students' names were represented by their initials.

II. 2. 4. 3. Teacher reflective journal

Another research method selected was the teacher reflective journal. The teacher wrote an entry after each lesson, and students' names were represented by their initials as in the interviews transcriptions. In each entry the teacher reflected on a regular basis mainly on the tasks that promoted spoken interaction between peers. Through this journal the teacher was able to record issues that arose, and students' reaction. For that reason, the teacher was able to make changes in the following lesson plans to cope with the "problems" that needed to be dealt with so that spoken interaction between peers could be promoted successfully and students could benefit fully from the activities.

Entries from the teacher reflective journal were thoroughly checked to find evidence that could confirm questionnaires results, so only qualitative analysis was possible as this tool only reflected teacher's insight.

II.3 Results

This section of chapter II will present a description of the results of this project work after the analysis of all the data collected concerning the following research question:

How can students improve their speaking skills through play?

II. 3. 1. Questionnaires and teacher reflective journal

II. 3. 1. 1. Speaking English

Questionnaire 1 was used to check students' attitude and confidence, in terms of speaking English, and to gain initial opinions in relation to speaking activities.

Regarding the first question, a large percentage of students considered the act of speaking English an easy task, and reacted positively to the speaking activities introduced, as they showed a positive attitude towards speaking English, and registered emotions of happiness and confidence during the activities answering the second question, as can be seen in Figure 1. Students' first reaction to the playful speaking activities was very positive, as it shows they were truly engaged, motivated and willing to continue interacting in English.

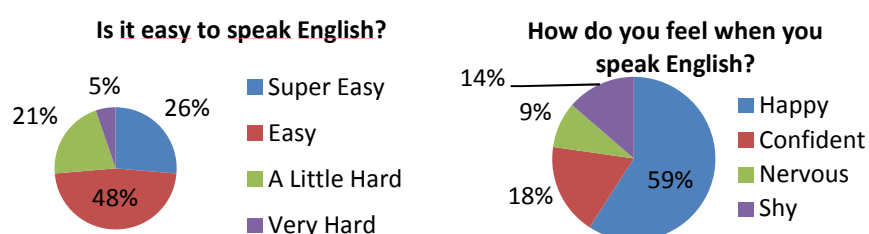


Figure 1 Answers to the 1st and 2nd questions of Questionnaire 1 expressed as percentages.

The third question asked students about their preferences according to speaking partners. The people they felt more comfortable interacting with were their parents (Table 1). In the case of the teacher and classmates, answers were similar; as 55% of the students answered they felt comfortable interacting with the teacher or their classmates.

Table 1 Answers to the 3rd question of Questionnaire 1 expressed as percentages.

	Who do you like to speak English with?		
	Yes.	No.	No answer.
Teacher	55%	23%	23%
Classmates	55%	20%	25%
Parents	63%	0%	17%
Others	30%	25%	45%

In my teaching journal, I reflected on the first pairwork interaction exploited, intended to consolidate vocabulary and structures related to countries and nationalities:

Students were really motivated to do this pairwork activity. As it was their first spoken interaction, their effort surprised me. A large number of students were interacting with their partners, although I noticed that when I got near they stopped asking and answering. (Teaching journal, October 6, 2016)

I reflected on the fact that students were not truly confident in this activity, but they were taking part in it, making an effort to speak English. During this activity, students stopped talking when I approached them because they were afraid of making mistakes, as it was their first interaction and their affective filter could have been raised. However, concerning the spoken interaction promoted before Questionnaire 1, the surname spelling activity, I wrote in my journal that:

Student DP and students RG performed this short dialogue almost flawlessly. They were really into it. These two were so focused on the task. However, students VP and student GS were having some difficulties. VP was really confident, so she asked the questions and spelled her surname very well, but GS wasn't as confident, as he seemed to be struggling with the questions and the answers too, although his partner VP was trying to help him. I must help GS gain more confidence to be able to interact without issues next time. (Teaching journal, October 13, 2016)

Analysing this record, I noticed that I should keep improving students' confidence, by scaffolding them and lowering their affective filter.

II. 3. 1. 2. Personal ID Game

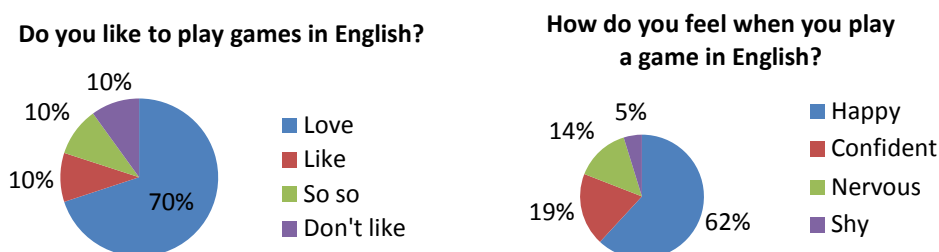


Figure 2 Answers to the 1st and 2nd questions of Questionnaire 2 expressed as percentages.

Results for Questionnaire 2 regarding the *Personal ID game*, shown in Figure 2, showed that a large number of students enjoyed playing games in English (first

question), and felt happy and confident while playing a game in English (second question).

Regarding the third question, where students could choose from four possibilities, results showed that students prefer games in relation to other speaking activities such as songs, stories or role-plays, as can be seen in Figure 3.

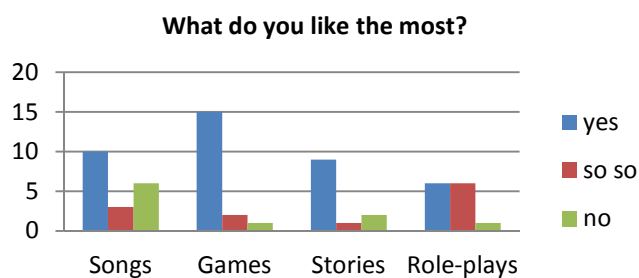


Figure 3 Results of the 3rd question of Questionnaire 2 expressed as numbers of students.

Focusing on students' reaction regarding this specific game, I wrote the following comment in my teaching journal:

I could tell they looked more confident during this game than during the first task. Student VP and student GS were a pair again while playing this Personal ID game, and I could notice that GS was more confident now, and didn't need so much help from VP as he did in the surname spelling. It's interesting to check the change in his attitude. Now, he's taking part in this task successfully. DP and RG are playing together again. They're a very good pair, always focused. Excellent! (Teaching journal, October 20, 2016)

It can be seen from these comments that both pairs of students revealed confidence and concentration on the game, which effectively lowered students' affective filter, as in student GS case. Students' confidence improved because this was not their first spoken interaction, and they were working with the same partners, which might have helped too. The fact that it was a game may be a reason for such an improvement in students' confidence, as it created a more familiar environment.

II. 3. 1. 3. Go Fish! game

Questionnaire 3 also focused on games, the card game (*Go Fish!*). Results for the first closed question showed that students love or like playing games, revealing a very positive reaction, as can be seen in Table 2.

Table 2 Answers to the 1st question of Questionnaire 3 expressed as percentages.

Question	Answers	Love	Like	So so	Don't like
Do you like to play games with cards?		89%	11%	0%	0%

The second closed question was factual and looked at the background knowledge and experience they had in terms of this type of games. The results obtained revealed that games students knew best were *Pelmanism*, *Go Fish!* and *Cards Bingo*, as shown in Figure 4.

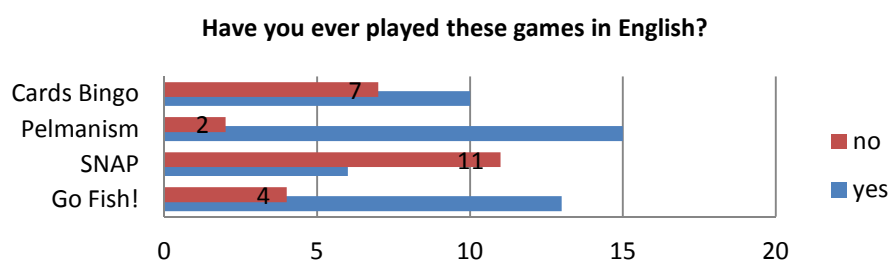


Figure 4 Results of the 2nd question of Questionnaire 3 expressed as numbers of students.

Results for this questionnaire regarding the third question revealed that students felt more comfortable speaking English during a card game than during any other of the speaking activities suggested, as can be seen in Figure 5.

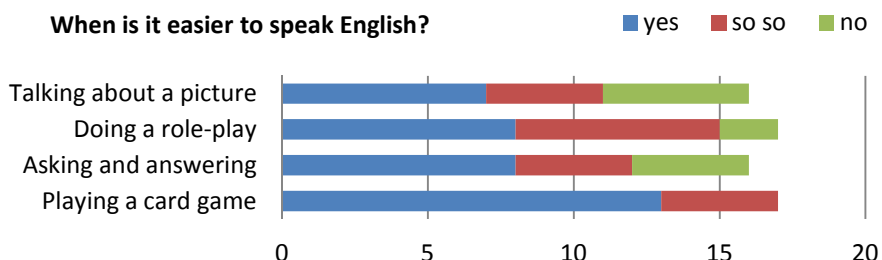


Figure 5 Results of the 3rd question of Questionnaire 3 expressed as numbers of students.

On the 21st November journal I noted that:

Students DD, DS and SJ were playing the game with such enthusiasm that they almost didn't notice I was right next to them hearing them playing. This group was doing great! But students PM, AM and GC were having some issues. AM and GC were having some difficulties in the game, as they were revealing difficulties related to clothes and colours vocabulary and structures involved in the game. However, PM was trying to help her partners. It's a very positive and friendly attitude! (Teaching journal, November 21, 2016)

I noticed that the observed groups were collaborating with each other and really engaged in the task, therefore, confirming that games are students' favourite speaking activities. The collaboration and concentration during this card game, revealed how motivating and engaging such a spoken activity like this can be, since students were making an effort to interact with their classmates, and they did not even notice me approaching them. Games were a really engaging activity, because students were absorbed in the task and made the effort to complete it successfully, as they felt more at ease playing them because they included the fun element and related to leisure time.

II. 3. 1. 4. Popeye & Olive Oyl role-play

Concerning questionnaire 4, results for the first question showed that a large percentage of students responded positively (love or like) to playing a role and pretending to be a cartoon character, as shown in Table 3. Being able to perform a role allowed students to become a different character, which encouraged them to communicate and interact with classmates, and to be creative using the formulaic expressions in a meaningful context.

Table 3 Answers to the 1st question of Questionnaire 4 expressed as percentages.

Question	Answers	Love	Like	So so	Don't like
Do you like to play a cartoon's character role?		61%	28%	11%	0%

Regarding the second question, more than half the students answered affirmatively to more role-play activities. On the contrary, none of the students answered negatively. Concerning students' indecision, this kind of activity was the first of this type so it was new to them, and probably it was something they had never thought about. Whenever a new type of speaking activity is introduced in the English lessons, some students tend to raise their affective filter, especially the least confident ones.

Would you like to do more role-plays in English?
 ■ Yes, I would. ■ Maybe. ■ No, I wouldn't. ■ I don't know.

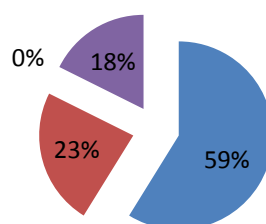


Figure 6 Answers to the 2nd question of Questionnaire 4 expressed as percentages.

This questionnaire focused also on students' preferences for pair and group work. Results showed that the majority of students liked to speak English in pairs, preferring speaking in pairs rather than in groups, as can be seen in Figure 7.

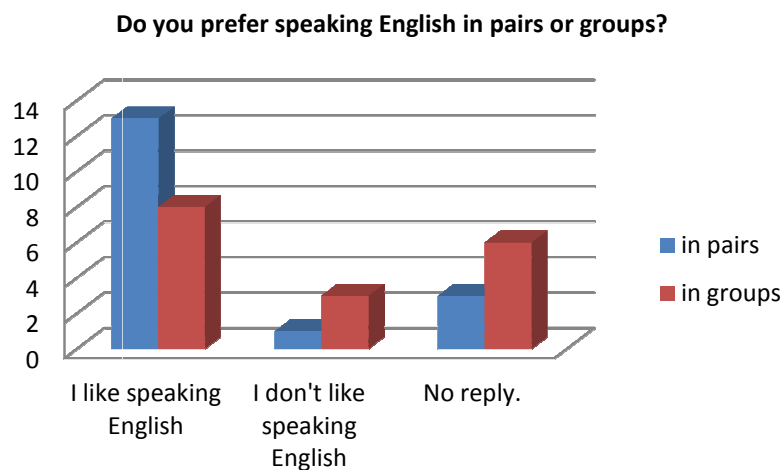


Figure 7 Results of the 3rd question of Questionnaire 4 expressed as numbers of students.

Regarding this role-play activity, I wrote:

This *Popeye & Olive Oyl Role-play* was the hardest speaking activity students have done so far. I'm amazed how they were able to accomplish it successfully. Students DD and DS played with good intonation and quite good pronunciation. I was impressed. Great job! On the contrary, students AM and GC were struggling to accomplish this task. They had some issues related to structures and vocabulary again, but I felt they were making a huge effort to accomplish this role-play activity, although I noticed they were nervous, especially when I approached them. (Teaching journal, November 28, 2016)

I noticed students' effort to overcome their learning difficulties and take part in the activity, using English to interact with their peers. This continuous use of the English language, through spoken interaction, helped students to improve their speaking skills. However some students improved more than others, because those that had some difficulties concerning the vocabulary and structures learned did not reveal as much progress as the others. However, they improved as well, even though it was not as noticeable as other students' progress. The fact that they made an effort to take part in any of the activities, trying to overcome their difficulties made them gain a little bit of confidence and grow as English speakers as well.

II. 3. 1. 5. Speaking activities

Questionnaire 5 was taken home to fill in. This form included eleven questions and focused on feelings and attitudes towards speaking activities, their preferences, and their perception of their progress as English speakers and background knowledge of playful speaking activities.

Regarding the first question, a large percentage of students answered affirmatively to speaking English during lessons. Therefore, by the end of the first term, students continued to keep a very positive attitude towards speaking in agreement with Questionnaire 1. Regarding the third question, the vast majority of students answered affirmatively to liking to sing songs in the English lessons. Definitely, students like to sing and even more if related to the English lessons, as they learn better having fun. The fifth question related to role-play activities showed that 71% of the students liked doing this kind of activity with their classmates, and only 17% did not, as shown in Table 4.

Table 4 Answers to the 1st, 3rd and 5th questions of Questionnaire 5 expressed as percentages.

No.	Questions	Answers			
		Yes.	Maybe.	No.	No answer.
1 st	Do you like to speak English?	71%	23%	6%	0%
3 rd	Do you like to sing in English lessons?	76%	12%	6%	6%
5 th	Do you like to do role-play activities with your classmates?	71%	12%	17%	0%

Results for the second question show that almost half the students preferred listening. The remaining preferred speaking, reading and writing respectively (Table 5). Obviously, as they were beginning to explore speaking in English, students felt unsure about their speaking skills.

Table 5 Answers to the 2nd question of Questionnaire 5 expressed as percentages.

What do you prefer?	
Listening	46%
Speaking	25%
Reading	21%
Writing	8%

Concerning games, the fourth question results showed that the vast majority of students would like to play a game every week. Students also revealed they liked playing games, and they considered it part of the lesson (as can be seen in Table 6).

Table 6 Answers to the 4th question of Questionnaire 5 expressed as percentages.

	Once.	Twice.	Three times.	Every week.
How many times a month would you like to play a game?	6%	12%	6%	76%

According to the journal entry, students asked to play the card game again in the following lesson and I wrote “it’s good to see they liked to play and enjoyed that moment ... I wish I could have time to play the game again” (November 24, 2016). I noticed that students reacted with motivation and enthusiasm to games, and did not seem to get bored of them. Keeping students motivated and engaged in the speaking activities is important for me, as the more they work on it, the better they will become, because practice makes perfect. Oliver and Philp (2014) also mention that “With practice, however, it becomes less demanding ... with hours of practice, language performance also becomes automatic – that is, ultimately, it no longer requires conscious attention” (p.33).

Regarding speaking activities, in the sixth question, the results showed that half of the students’ favourite speaking activity was the *Go Fish! Game*. In short, games continued to be their favourite, as shown in Table 7.

Table 7 Answers to the 6th question of Questionnaire 5 expressed as percentages.

Which one of the speaking activities was your favourite?	
Personal ID Game.	15%
<i>Go Fish! Game</i> .	50%
Popeye & Olive Oyl Role-play.	15%
Autumn Activities Class Survey	20%

Results for the seventh question showed that 35% of the students did not answer this open question. Probably, they did not remember the name of the song, or how to write it. The remaining 65% of the students wrote the names of songs learned during English lessons, but there were some students (29%) that wrote the names of other favourite songs, as can be seen in Figure 8. This reveals that there are some students that are already attentive and exposed to songs in English, outside the school’s environment. Those students relate the songs and probably other kinds of products in English, like films or television series, to school and to foreign language lessons. They are able to connect the influences outside school to the subjects they study, so they

understand that English is not just a language they can hear at school but it is a language they can hear everywhere and be influenced by it too.

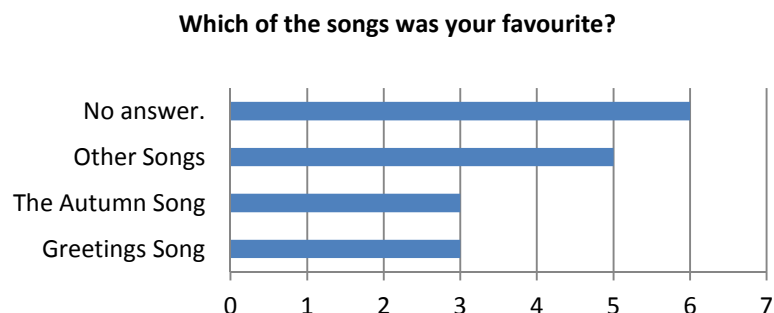


Figure 8 Results of the 7th question of Questionnaire 5 expressed as numbers of students.

Results for the eighth question showed that more than half of the students agreed that games and role-play activities helped them speak English, and concerning the tenth question, almost half of the students answered they felt they were speaking better English by the end of the research. However almost half the students revealed some indecision too, as can be seen in Table 8.

Table 8 Answers to the 8th and 10th questions of Questionnaire 5 expressed as percentages.

No.	Questions	Answers		
		Yes.	Maybe.	No.
8 th	Do you feel games and role-play activities helped you speak English during lessons?	65%	24%	11%
10 th	Do you feel you speak better English now?	47%	41%	12%

The analysis of these questions reveal that more than half the students were confident that games and role-play activities helped them improve their speaking skills, and almost half the students agreed that they improved their speaking. Therefore, promoting spoken interaction, through those playful activities, made students feel they were improving their speaking skills.

In contrast, results for the ninth question showed that, since almost half the students did not answer this open question, students were not comfortable writing the words or phrases, as they were just beginning to read and write in English. But also, they could be having some difficulty in remembering some words or phrases. However, Autumn vocabulary was the most mentioned, followed by greetings vocabulary, as shown in Figure 9.

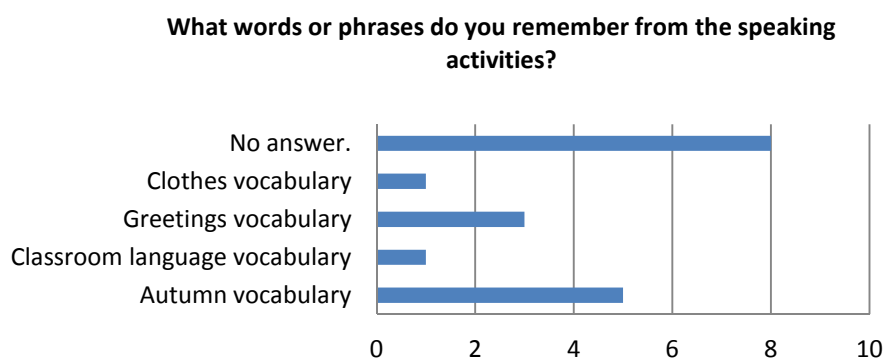


Figure 9 Results of the 9th question of Questionnaire 5 expressed as numbers of students.

The eleventh question was also an open question, and as in the previous open question, there were a large number of students that did not answer. In fact 65% of the students (Table 9), so more than half the students did not answer this last open question, since these students were not comfortable when having to write an answer, because, they might not be confident writers. They are third year students, that are still perfecting their reading and writing, so it could be hard for them to write the answers, especially if they wanted to write in English, as they had just began their English reading and writing learning process.

Table 9 Answers to the 11th question of Questionnaire 5 expressed as percentages.

If you could choose a different speaking activity for your English lessons, what would it be?	
Play a card game.	17%
Read a text.	6%
Talk about adventures.	6%
Talk about clothes.	6%
No answer.	65%

On this issue, I wrote in my journal that: “When I asked students why they didn’t complete the open questions in Questionnaire 5, most of them looked shyly at me, but student AA told me that they were too difficult.” (Teaching journal, December 12, 2016) Since a particular student answered the teacher’s question concerning the open questions, complaining that it was not easy for him to answer it, we can conclude that probably the other students must have felt the same.

II. 3. 2. Group Interviews

Three group interviews were conducted in December. Twelve students (63% of the total of students) were interviewed in groups of four, selected randomly. Each group

was asked the same eight questions in English and Portuguese, and students were informed they could answer using both languages.

Table 10 Answers to the group interviews questions expressed as percentages.

No.	Questions	Answers		
		Yes.	So so.	No.
1	Is it easier for you to speak English now?	83%	17%	0%
4	Do you feel you have learned words or phrases when you did the speaking activities (games, role-plays)?	100%	0%	0%
7	Would you like to play more games in English?	100%	0%	0%
8	Would you like to do more role-plays?	100%	0%	0%
2	How do you feel when you play a game or do a role-play?	Very good.	Good.	Confused.
		8%	84%	8%
3	Do you feel you learn better speaking or listening?	Speaking.	Listening.	Both.
		42%	0%	58%
5	Tell me which new words you remember?	Autumn topic.	Clothes topic.	No answer.
		29%	54%	17%
6	Do you feel more comfortable speaking with your teacher or your classmates?	Teacher.	Classmates.	Both.
		33%	42%	25%

Results for the first question showed that the most of the students believed it was now easier to communicate in English, as can be seen in Table 10. Student AA answered that “I believe so, with lessons everything improves” (Interview, December 12, 2016, translated). This student showed that practising during lessons will make students improve their skills. Practicing speaking is very important since the more students speak the more they develop their speaking skills. Therefore, the speaking activities allowed students to interact in English, but also to improve their speaking.

Results for the second question revealed that the vast majority of students felt good while playing games or doing role-plays. Student AM even said “It’s important to do that because like that I learn more English and English is more fun” (Interview, December 5, 2016, translated). Student AC also added “It’s more fun too and helps to ... to speak better English and all that” (Interview, December 5, 2016, translated). Therefore, these students understood that feeling good and having fun is crucial to keep motivated and overcome their weaknesses.

Results for the third question, showed that all of the students inquired attributed an important role to speaking in terms of the learning process, since more than half of them answered that they learned better with both listening and speaking, and almost half only with speaking, as can be seen in Table 10.

Results for fourth and fifth questions revealed that all the students believed they learned new words and phrases during the speaking activities, and that students remembered words and phrases related to clothes and Autumn vocabulary, which were also used in the *Go Fish! Game* and in the *Popeye & Olive Oyl Role-play*. Therefore, the words and phrases related to the speaking activities mentioned can be considered as evidence that those activities helped students learn some vocabulary.

Results for the sixth question revealed that almost half the students felt more comfortable speaking with their classmates than speaking with their teacher. However, the other half of the students responded they felt comfortable speaking with the teachers and both teacher and classmates, as shown in Table 10. Concerning students' short explanations, student GC answered "Classmates, because if I am wrong they help me a lot" (Interview, December 5, 2016, translated) and on the contrary student RO said "Teacher, because students don't know so much English and teachers know better than students" (Interview, December 5, 2016, translated). In another interview, student CC said "With both of them ... because I like to interact with both, with both type of persons" (Interview, December 12, 2016, translated) and student SJ answered "With my classmates ... with my classmates because I like to speak freely" (Interview, December 12, 2016, translated). Concluding, students revealed that there was collaboration between peers during spoken interaction activities and that a large number of students felt comfortable interacting also with the teacher. These results showed that interacting either with peers or teachers did not raise their affective filters. Although, during the first speaking activities, there were some students that lacked confidence and felt nervous, throughout the following activities their confidence grew and they revealed more motivation and willingness to take part in every game, role-play activity or any other task that involved speaking. The collaboration and the support they got from their peers and teacher during spoken interaction made them lower their affective filters, and engage in this acquisition process without being afraid of failure.

Results for the seventh question revealed that almost all loved to speak English and have fun. Therefore, students looked at games as a fun element but relating it

already with speaking in English too. Student JP said “Yes, I love playing games in English” (Interview, December 5, 2016, translated) as well as student BS “Yes, because while playing games in English we learn more” (Interview, December 5, 2016, translated). For the same reason, student CC told “Yes, because we only play a game from time to time ... I wanted to say something ... because if we play more games we can also learn more” (Interview, December 12, 2016, translated). The other students interviewed also agreed on the role of games in the learning process. Games were a resourceful tool to help students improve their speaking skills, as they could interact in English with their peers and for that reason they associated playing games to learning “more”.

Results for the eighth question also showed that all the students would like to do more role-play activities. They regarded this activity the same way as games, saying “Yes, because it is much fun and we learn more” (Student DD, interview, December 5, 2016, translated), and “Yes, I would like to do more role-plays because I love to speak English” (Student AA, interview, December 12, 2016, translated). Students’ answers revealed they associated role-play activities to the learning process, as they did regarding games. These results showed that students felt they could learn more, and therefore, improve their speaking skills, through the speaking activities. By practising structures and vocabulary during spoken interaction, students were growing as English speakers. In fact, recalling the case of student GS, who in the first pairwork spoken interaction revealed nervousness and a lack of confidence, he changed completely in the second one already feeling confident and revealing a positive attitude, and improving as an English speaker. Definitely, there were more students that could overcome their difficulties and develop their speaking skills as well as student GS.

II.4 Discussion and Conclusion

This section will analyse the results obtained through the study of the three tools used: questionnaires, group interviews and teacher reflective journal. The questionnaires results revealed that students reacted very positively to playful activities and they were always ready to repeat the activities. Through the group interviews, the same positive attitude could be found as in questionnaires, as well as an eagerness to try out new playful activities. The teacher reflective journal showed evidence of students’ engagement in the speaking activities and their effort to improve, over a series of tasks.

Cross referencing all the answers obtained through students' answers in the questionnaires and teacher's reflection in the journal entries, it is noticeable that the students' favourite speaking activities were games. Any occasion they had to choose between ranges of speaking activities, games were their favourite activity. However, the data collected also revealed that students were also keen on other speaking activities. Therefore, this research project reveals that fun was the main ingredient in the speaking activities.

Concerning the question "How can students improve their speaking skills through play?" the main goal of this project was to develop spoken interaction through playful activities. For that reason, students played during a whole term with the objective of developing their speaking skills. Students interacted through dialogues, played games and did role-play activities. Results showed that the majority of students highlighted the fact that it was fun and also enhanced the importance that games and role-plays had had in their learning process. They mentioned that these activities helped them learn more, and added they loved to speak English.

The activities selected allowed students to interact with their peers (in pairs or groups) in oriented tasks. However, students had to use the language structures and vocabulary learned, the "chunks" of language, as a basis for their interaction. Although, they had little language at their disposal, they were able to hold a conversation with one classmate or more. Unfortunately, they had no background knowledge to allow them to explore unfamiliar structures and vocabulary. In this situation, creativity and imagination were a little constrained, as far as speaking in English was concerned. However, these acquired structures and vocabulary were the basis for their initial interactions, and will therefore encourage students to keep interacting with their peers, and consequently helping students to become better English speakers in the future, more fluent and accurate than students that aren't exposed to speaking activities.

This action research carried out in a third year class, helped me as a teacher to improve my teaching skills, since all the work and tools involved made me grow as a teacher. I learned that games are very motivating as all the students reacted positively to them and made an effort, a big one sometimes, to overcome difficulties. Games lowered students' affective filters because they did not seem to worry about failure. They simply wanted to take part and engage in it. The role-play activity was also very motivating, as I noticed the effort students had to make to manage the task, even though it was a hard

one. Therefore, I realized that playful activities are precious tools, because they can help teachers achieve the learning goals and can engage completely all the students, motivating them. The literature research, the lesson planning, the creation of the research tools, the collection and analysis of data allowed me to reflect also on my teaching skills as well. Looking for a successful way to introduce spoken interaction, and selecting the speaking activities was a very demanding task, as it required considering everything, from students preferences to teaching relevance.

Students' positive attitude was evident throughout this research. Obviously, students reacted with great enthusiasm to the speaking activities because they involved playing. In addition, they could explore and engage in several playful activities, developing their skills, especially speaking. They were able to become more confident during this learning process, and the more they practiced the better they became. From my point of view, students' attitude towards games, role-play activities and all the speaking activities was surprising, because even the quieter ones, showed a very positive attitude and made an effort to accomplish the tasks, in pairs or groups. However, it was curious to realize that they preferred to interact in pairs. Right from the beginning, I thought they would prefer working in groups, as there would be more opportunities to interact with more students. However, I learned that they felt it was more confusing to interact in groups. It was so rewarding to observe their focus and concentration during the speaking activities, because I could notice their improvement over the whole research. I felt they were proud to take part in such tasks and to speak English.

On the other hand, time constraints prevented me from being able to explore other playful activities. It also influenced the collection of evidence of students' progress, since a period of three months is not sufficient to record a notable difference. If this research was carried out throughout an entire school year, instead of a school term, it might be possible to notice big improvements in students' speaking skills.

Comparing this research results with Chou's study (2014), their results revealed that the Chinese students had increased their knowledge about a certain topic, expanded their vocabulary and also developed their spoken interaction, and I felt that my students have also expanded their vocabulary and developed their spoken interaction. Chou regarded the playful activities as great teaching tools, because they allowed the Chinese students to speak English and improve their speaking skills. Although I did not use the

same playful activities in the same way or order, I believe that those activities are very important tools for teachers. I felt that playing helped students to accomplish the tasks and develop their speaking skills, because the more they played the more they wanted to play, and the more they practised speaking the better they became.

II. 4. 1. Ideas for future research

The teacher reflective journal gave a glimpse on the enthusiasm and confidence that I could observe during lessons, and also demonstrated the importance of collecting more evidence of students' spoken interaction. Consequently, controlled audio recording of selected students could have been a way to check students' development and collect more evidence, although it could have created anxiety in the students and raised their affective filters. A new research project, which focused on this topic and question, could include recording students' interaction.

Asking students to fill in a self-assessment worksheet could be a complementary tool too, especially to co-relate with questionnaires and group interviews. In addition, the teacher could widen the range of playful activities, like telling stories, project work that included presentation, puppets shows or even school plays, which might engage students in a playful manner. The inclusion of another research tool, like a grid on the use of classroom language, so that whenever each student used it during the lesson, it could be registered, might be complementary too. Although this might be mainly teacher-student interaction, because it would be very difficult for the teacher to check student-student interaction.

Playing lightens the classroom environment and creates a different mood, but also motivates students to learn more and more, in a more relaxed way. Dias and Toste (2006) say that children establish relationship through play. Therefore, bringing their world into the classroom is a very motivational manner of engaging students in the learning process, even when difficult tasks are concerned. Children will make an effort for a longer time to manage to interact in English, as long as there is a game involved, as Stakanova and Tolstikhina (2014) state. Definitely, that was something I could notice during this research, as students engaged completely in the tasks. Although, at the beginning some students' filters were "up", I could notice that as soon as they felt more confident, their filters were "down". I could also notice the effort they made throughout the research to overcome their difficulties during the speaking activities and consequently, their progress as English speakers.

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LIST OF FIGURES

Figure 1: Answers to the 1 st and 2 nd questions of Questionnaire 1 expressed as percentages.....	12
Figure 2: Answers to the 1 st and 2 nd questions of Questionnaire 2 expressed as percentages.....	13
Figure 3: Results of the 3 rd question of Questionnaire 2 expressed as numbers of students.....	14
Figure 4: Results of the 2 nd question of Questionnaire 3 expressed as numbers of students.....	15
Figure 5: Results of the 3 rd question of Questionnaire 3 expressed as numbers of students.....	15
Figure 6: Answers to the 2 nd question of Questionnaire 4 expressed as percentages.....	16
Figure 7: Results of the 3 rd question of Questionnaire 4 expressed as numbers of students.....	17
Figure 8: Results of the 7 th question of Questionnaire 5 expressed as numbers of students.....	20
Figure 9: Results of the 9 th question of Questionnaire 5 expressed as numbers of students.....	21

LIST OF TABLES

Table 1: Answers to the 3 rd question of Questionnaire 1 expressed as percentages.....	12
Table 2: Answers to the 1 st question of Questionnaire 3 expressed as percentages.....	15
Table 3: Answers to the 1 st question of Questionnaire 4 expressed as percentages.....	16
Table 4: Answers to 1 st , 3 rd and 5 th questions of Questionnaire 5 expressed as percentages.....	18
Table 5: Answers to the 2 nd question of Questionnaire 5 expressed as percentages.....	18
Table 6: Answers to the 4 th question of Questionnaire 5 expressed as percentages.....	19
Table 7: Answers to the 6 th question of Questionnaire 5 expressed as percentages.....	19
Table 8: Answers to the 8 th and 10 th questions of Questionnaire 5 expressed as percentages.....	20
Table 9: Answers to the 11 th question of Questionnaire 5 expressed as percentages.....	21
Table 10: Answers to the group interviews questions expressed as percentages.....	22

APPENDIX A – A SONG TO GREET

Greetings

Hello. Hello.
How are you
today?
I'm fine. I'm fine.
And you? How are you?
Good morning. Good morning.
How are you today?
I'm fine. I'm fine.
And you? How are you?
Good evening. Good evening.
How are you today?
I'm fine. I'm fine.
And you? How are you?
Oh! I'm fine, thanks.



APPENDIX B – THE PERSONAL ID GAME TEMPLATE

<i>Surname</i>	<i>Age</i>
<i>Birthday</i>	<i>Nationality</i>
<i>Origin</i>	<i>Name</i>

APPENDIX C – POPEYE & OLIVE OYL ROLE-PLAY FLASHCARDS

			
<i>Hello</i>		<i>I Hello</i>	
<i>What's your favourite</i>  <i>activity?</i>		<i>I like</i> 	
<i>I like</i> 		<i>I like</i> 	
<i>I like</i> 		<i>How many</i> <i>have you got?</i>	
<i>I've got</i> .		 	
		<i>eleven</i>	<i>twelve</i>
		<i>thirteen</i>	<i>fourteen</i>
		<i>fifteen</i>	<i>sixteen</i>
<i>seventeen</i>	<i>eighteen</i>	<i>nineteen</i>	<i>twenty</i>

APPENDIX D – PARENTS’ CONSENT FORM



Pedido de autorização aos Encarregados de Educação

Caros pais e encarregados de educação,

O meu nome é Maria Salomé Batista Rodrigues Inácio e terei muito gosto em estar com o seu educando a estagiar durante o 1.º período deste ano letivo.

Estou a fazer um Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico, na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa. Este mestrado implica que durante o estágio faça um pequeno projeto de investigação, que será incluído no meu relatório final, que se intitula: *Playing to develop / increase spoken interaction (“Brincar” para desenvolver / aumentar a interação oral)*.

Venho, por este meio, solicitar a sua autorização para poder incluir o seu educando neste projeto que vai decorrer entre setembro e dezembro de 2016 durante o meu estágio.

Depois de pedir autorização ao seu educando para o incluir no meu estudo, a recolha de dados será efetuada mediante gravações de voz do seu educando em atividades tais como jogos ou dramatizações que envolvam interação / comunicação, preenchimento de questionários e entrevistas em grupo para que o seu educando possa refletir sobre o seu desempenho comunicativo em Inglês. A qualquer momento o seu educando pode escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

A instituição, todos os seus funcionários e as crianças permanecerão anónimas em quaisquer circunstâncias. Não serão tiradas fotografias nem obtidas imagens da instituição e das crianças.

Se tiver questões a colocar agradeço que me contacte através de mensagem na caderneta do aluno ou para o email msbr.inacio@gmail.com.

Agradeço que assine esta autorização para que o seu educando possa participar no meu projeto de investigação e que a entregue até ao dia 3 de outubro de 2016.

EB 1 Bernardim Ribeiro, Codivel -
26/09/2016
Maria Salomé Batista Rodrigues Inácio

Prof.ª Dr.ª Carolyn Leslie
Orientadora de Estágio
FCSH, Universidade Nova Lisboa

Eu, _____

encarregado de educação de _____

declaro que fui informado(a) dos objetivos do projeto intitulada *Playing to develop / increase spoken interaction (“Brincar” para desenvolver / aumentar a interação oral)* e que autorizo o meu educando a participar nesse estudo.

Data: _____

Assinatura: _____

APPENDIX E – STUDENTS’ CONSENT FORM



Convíte para participar no meu projeto

Hello!

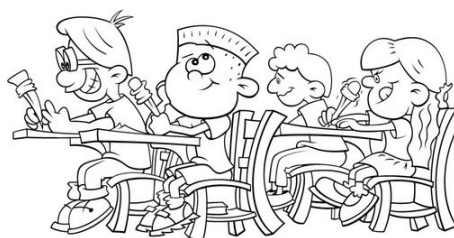
Queres fazer parte do meu projeto?

Chamo-me Salomé Inácio e vou estar com a tua turma durante o 1.º período.

Estou a estudar para poder ensinar Inglês aos 3.ºs e 4.ºs anos, e gostaria muito que tu participasses na minha investigação. O meu projeto é sobre como ajudar-te a melhorar as tuas capacidades comunicativas em Inglês. Tenho a certeza que a tua ajuda vai ser preciosa.

O que me dizes? Queres participar na minha investigação?

Olha, vou ter de te gravar quando estiveres a falar Inglês durante os jogos e outras atividades divertidas, depois vais ter de preencher uma ficha super easy sobre o que falaste em Inglês e no final reunimos todos, eu, tu e os teus colegas de equipa para ouvirmos as gravações e dizermos como correu.



Depois toda esta informação vai ser incluída num relatório final, mas, presta atenção, pois, quando quiseres podes parar de participar, basta dizeres.

O teu nome não vai estar escrito no relatório, por isso, vais poder escolher o nome que quiseres. Também não vamos tirar fotografias tuas ou da escola.

Vai ser muito divertido se participares!

Muito obrigada por fazeres parte da minha investigação. Os teus pais já concordaram com a tua participação.

X
.....

Eu,
.....

*aluno(a) da turma A do 3.º ano da Escola Básica Bernardim Ribeiro declaro que li toda a informação sobre o projeto *Playing to develop / increase spoken interaction* (“Brincar” para desenvolver / aumentar a interação oral) e que: (assinala com um * a tua resposta)*

Sim, concordo participar na investigação. ☐

Não concordo participar na investigação. ☐

Data:/...../.....

Assinatura:
.....

APPENDIX F – HEADMASTER’S CONSENT FORM



Pedido de autorização

Exmo. Sr. Diretor Rui Manuel Almeida - Agrupamento de Escolas Adelaide Cabette de Odivelas,

O meu nome é Maria Salomé Batista Rodrigues Inácio e terei muito gosto em poder realizar a Prática de Ensino Supervisionada (PES) II com os alunos da turma A do 3.º ano da Escola Básica 1.º Ciclo Bernardim Ribeiro durante o 1.º período deste ano letivo.

Estou a fazer um Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico, na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa. Este mestrado implica que durante a PES II faça um pequeno projeto de investigação, que será incluído no meu relatório final, que se intitula: *Playing to develop / increase spoken interaction* (“Brincar” para desenvolver / aumentar a interação oral).

Venho, por este meio, solicitar a V/ autorização para poder incluir os alunos da turma supra mencionada neste projeto que vai decorrer entre setembro e dezembro de 2016.

Depois de pedir autorização aos encarregados de educação e aos alunos para os incluir no meu estudo, a recolha de dados será efetuada mediante gravações de voz dos alunos em atividades tais como jogos ou dramatizações que envolvam interação / comunicação, preenchimento de questionários e entrevistas em grupo para que estes possam refletir sobre o seu desempenho comunicativo em Inglês. A qualquer momento os alunos podem escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

A instituição, todos os seus funcionários e as crianças permanecerão anónimas em quaisquer circunstâncias. Não serão tiradas fotografias nem obtidas imagens da instituição e das crianças.

Se tiver questões a colocar agradeço que me contacte através de mensagem para o email msbr.inacio@gmail.com.

Agradeço encarecidamente que assine esta autorização para que os alunos da referida escola possam participar no meu projeto de investigação até ao dia 3 de outubro de 2016.

EB 1 Bernardim Ribeiro, Codivel - 26/09/2016
Maria Salomé Batista Rodrigues Inácio

Prof.ª Dr.ª Carolyn Leslie
Orientadora de Estágio
FCSH, Universidade Nova Lisboa

✂-----

Eu, _____

Diretor do Agrupamento de Escolas Adelaide Cabette de Odivelas declaro que fui informado dos objetivos do projeto intitulado *Playing to develop / increase spoken interaction* (“Brincar” para desenvolver / aumentar a interação oral) a desenvolver com os alunos da turma A do 3.º ano na Escola Básica 1.º Ciclo Bernardim Ribeiro e que autorizo a realização deste estudo.

Data: _____

Assinatura: _____

APPENDIX G – QUESTIONNAIRE 1 ON SPEAKING

QUESTIONNAIRE 1 → Speaking English / Falar Inglês

Name: _____ Date: ____/____/____

- Is it easy to speak English? / É fácil falar Inglês? (Pinta a figura correspondente.)



Super easy (muito fácil)

Easy (fácil)

A Little Hard (um pouco difícil)

Very Hard (muito difícil)

- How do you feel when you speak English? / Como te sentes quando falas Inglês? (Pinta a figura correspondente.)



Happy (Contente)

Confident (Confiante)

Nervous (Nervoso/a)

Shy (Envergonhado/a)

- Who do you like to speak English with? / Como quem gostas mais de falar Inglês? (Pinta a figura correspondente.)



Teacher (Professora)

Classmates (Colegas)

Parents (Pais)

Others (Outros)

APPENDIX H – QUESTIONNAIRE 2 ON ID GAME

QUESTIONNAIRE 2 → Personal ID Game / Jogo da Identificação Pessoal

Name: _____ Date: ____/____/____

- Do you like to play games in English? / Gostas de fazer jogos em Inglês? (Pinta a figura correspondente.)



Love (adoro)

Like (gosto)

So so (mais ou menos)

Don't like (não gosto)

- How do you feel when you play a game in English? / Como te sentes quando jogas um jogo em Inglês? (Pinta a figura correspondente.)



Happy (Contente)

Confident (Confiante)

Nervous (Nervoso/a)

Shy (Envergonhado/a)

- What do you like the most? / O que é que gostas mais? (Pinta a figura correspondente.)



Songs (Canções)



Games (Jogos)



Stories (Histórias)



Role-plays
(Dramatizações)

APPENDIX I – QUESTIONNAIRE 3 ON CARD GAMES

QUESTIONNAIRE 3 → Go Fish! Game / Jogo do Peixinho

Name: _____ Date: ____/____/____

- Do you like to play games with cards? / Gostas de jogar com cartas? (Pinta a figura correspondente.)



Love (adoro)

Like (gosto)

So so (mais ou menos)

Don't like (não gosto)

- Have you ever played these games in English? / Já tinhas jogado antes estes jogos em Inglês? (Pinta a figura correspondente.)



Go Fish! (Peixinho)

SNAP (Snap)

Pelmanism (Jogo da Memória)

Cards Bingo (Bingo com Cartões)

- When is it easier to speak English? / Quando é que achas que é mais fácil falar em Inglês? (Pinta a figura correspondente.)



Playing a card game
(Jogar com cartas)

Asking and answering
(Perguntar e responder)

Doing a role-play (Fazer
uma dramatização)

Talking about a picture
(Falar de uma figura)

APPENDIX J – QUESTIONNAIRE 4 ON A ROLE-PLAY ACTIVITY

QUESTIONNAIRE 4 → Popeye & Olive Oyl Role-play / Cena do Popeye e da Olivia Palito

Name: _____ Date: ____/____/____

- Do you like to play a cartoon's character role? / Gostas de representar o papel de um personagem da banda desenhada? (Pinta a figura correspondente.)



Love (adoro)

Like (gosto)

So so (mais ou menos)

Don't like (não gosto)

- Would you like to do more role plays in English? / Queres fazer mais representações em Inglês? (Pinta a figura correspondente.)



Yes, I would. (Sim, quero.)

Maybe. (Talvez.)

No, I wouldn't. (Não, não quero.)

I don't know. (Eu não sei.)

- Do you prefer speaking English in pairs or groups? / Preferes falar Inglês em pares ou grupos? (Pinta a figura correspondente.)



I like speaking English in pairs (Gosto de falar Inglês em pares)

I don't like speaking English in pairs (Não gosto de falar Inglês em pares)

I like speaking English in groups (Gosto de falar Inglês em grupo)

I don't like speaking English in groups (Não gosto de falar Inglês em grupo)

APPENDIX K – QUESTIONNAIRE 5 ON SPEAKING ACTIVITIES

QUESTIONNAIRE 5 → Speaking activities / Atividades de conversação

Name: _____ Date: ____/____/____

- Do you like to speak English? / Gostas de falar Inglês? (Pinta a figura correspondente.)



Yes, I do. (Sim, quero.)

Maybe. (Talvez.)

No, I don't. (Não, não quero.)

- What do you prefer? Choose one of the options. / O que preferes? Escolhe uma das opções. (Pinta a figura correspondente.)



Listening. (Ouvir.)

Speaking. (Falar.)

Reading. (Ler.)

Writing. (Escrever.)

- Do you like to sing in English lessons? / Gostas de cantar nas aulas de Inglês? (Pinta a figura correspondente.)



Yes, I do. (Sim, quero.)

Maybe. (Talvez.)

No, I don't. (Não, não quero.)

- How many times a month would you like to play a game? / Quantas vezes por mês, gostarias de jogar um jogo? (Pinta a figura correspondente.)



Once. (Uma vez.)

Twice. (Duas vezes.)

Three times. (Três vezes.)

Every week. (todas as semanas.)

- Do you like to do role-play activities with your classmates? / Gostas de fazer dramatizações com os teus colegas? (Pinta a figura correspondente.)



Yes, I do. (Sim, quero.)

Maybe. (Talvez.)

No, I don't. (Não, não quero.)

- Which one of the speaking activities was your favourite? / Qual das atividades de conversação foi a tua favorita? (Pinta a figura correspondente.)



Personal ID Game.
(Jogo da Identificação
Pessoal.)

Go Fish! Game. (Jogo do
Peixinho.)

Popeye & Olive Oyl
Role-play. (Cena do
Popeye e da Olivia
Palito.)

Autumn Activities Class
Survey. (Pesquisa das
Atividades do Outono.)

- Which of the songs was your favourite? / Qual foi a tua canção favorita?

- Do you feel games and role-play activities helped you speak English during lessons? / Sentes que os jogos e as dramatizações te ajudaram a falar Inglês nas aulas? (Pinta a figura correspondente.)



Yes, I do. (Sim, quero.)

Maybe. (Talvez.)

No, I don't. (Não, não quero.)

- What words or phrases do you remember from the speaking activities? / Que palavras ou frases te recordas das atividades de conversação?

- Do you feel you speak better English now? / Achas que falas melhor Inglês agora? (Pinta a figura correspondente.)



Yes, I do. (Sim, quero.)

Maybe. (Talvez.)

No, I don't. (Não, não quero.)

- If you could choose a different speaking activity for your English lessons, what would it be? / Se pudesses escolher uma atividade de conversação diferente, qual seria?























Thank you for collaborating with me!

APPENDIX L – GROUP INTERVIEWS QUESTIONS

1. Is it easier for you to speak English now?
2. How do you feel when you play a game or do a role-play?
3. Do you feel you learn better speaking or listening?
4. Do you feel you have learned words or phrases when you did the speaking activities (games, role-plays)?
5. Tell me which new words you remember?
6. Do you feel more comfortable speaking with your teacher or your classmates?
7. Would you like to play more games in English? Why?
8. Would you like to do more role-plays? Why?

APPENDIX M – COUNTRIES AND NATIONALITIES CARDS

 <p>Anselmo Ralph Angola Angolan</p>	 <p>Daniel Radcliffe England English</p>	 <p>Martina Stoessel Argentina Argentinian</p>
 <p>Karol Sevilla Mexico Mexican</p>	 <p>Chris Evans United States of America (USA) American</p>	 <p>Emma Watson United Kingdom (UK) British</p>
 <p>Sarah Bolger Republic of Ireland Irish</p>	 <p>José Mourinho Portugal Portuguese</p>	 <p>Sia Furler Australia Australian</p>
 <p>Justin Bieber Canada Canadian</p>	 <p>Colin Morgan Northern Ireland Irish</p>	 <p>Annie Lennox Scotland Scottish</p>
 <p>Catherine Zeta-Jones Wales Welsh</p>	 <p>Peter Jackson New Zealand New Zealander</p>	 <p>Penelope Cruz Spain Spanish</p>
 <p>Zinédine Zidane France French</p>	 <p>Andrea Pirlo Italy Italian</p>	 <p>Heidi Klum Germany German</p>
 <p>Shakira Colombia Colombian</p>	 <p>Rihanna Barbados Barbadian</p>	